The Commonwealth of Massachusetts

DIVISION of STATE COLLEGES

WORCESTER STATE COLLEGE

1971

SPRING SESSION

BEGINNING FEBRUARY 8, 1971

Program of Continuing Studies and Graduate Studies

Tel.: 799-2405 or 756-5121

GENERAL INFORMATION

The courses announced in this bulletin are offered by the Massachusetts Division of State Colleges in cooperation with Worcester State College. The Division of State Colleges reserves the right to cancel any course which does not have a minimum of 20 enrollments.

Both graduate and undergraduate courses are offered. Courses carrying undergraduate credit only are numbered in the 7-series; courses carrying both graduate and undergraduate credit are numbered in the 8-series; courses carrying graduate credit only are numbered in the 9-series.

REGISTRATION POLICY

Matriculating students in the Master's or Bachelor's program may register on January 27, 28, 29, 1971 from 3:00–5:00 p.m.

All other students who desire to register for course offerings will register on February 1 through February 5, 1971 from 3:00–5:00 p.m.

Registration will be held at the Worcester State College Graduate Office, Room S-112, Science-Laboratory Building.

Matriculation cards must be passed in at the time of registration.

No Multiple Registrations, One Person — One Registrant.

TUITION AND FEES

Our bookkeeping operation cannot accommodate cash payments or partial or installment payment of tuition or fees. Check or money order for the full amount of tuition and fees is due at the time of registration.

TUITION

Massachusetts residents	$18 per semester hour
Non-residents	$25 per semester hour
Audit (resident and non-resident)	$11 per semester hour

FEES

Registration Fee	$10 (non-refundable)
Library Fee	$ 5 (non-refundable)
Late Registration Fee	$ 2
Course-change Fee	$ 2
Graduate Fee (persons receiving degrees)	$ 5

Under no circumstances will any of the Registration Fees be returned.

A payment of tuition and/or fees made at the time of registration with a bad check will result in the cancellation of the student's registration until the tuition and/or fees and the penalty are properly paid. The penalty fee for tendering a bad check is $10.00.

ALL TUITION AND FEES ARE DUE THE DAY OF REGISTRATION AND ARE PAYABLE IN CHECK OR MONEY ORDER ONLY.

VETERANS

WORLD WAR II AND KOREAN

Any resident of Massachusetts who has served in any branch of the armed services for at least 90 days, one of which must have been served either

between September 16, 1940 and December 31, 1946, or between June 25, 1950 and January 31, 1955, and who has a discharge other than dishonorable may enroll without charge for instruction in any course here offered within the established limitation of 120 semester hours. To establish his eligibility the veteran must present his discharge (or photostatic copy) or certificate of satisfactory service in the case of officers, together with proof of residence in advance of the opening date of class meeting.

VIETNAM PERIOD

Veterans who have served at least 180 days between February 1, 1955 and the termination of the Vietnam emergency, and whose service was credited to Massachusetts are also exempt from paying tuition if they are in a bona fide Bachelor or Master's program. To obtain this exemption the following procedure must be observed:

1. The veteran presents photostat of his discharge papers to the State Adjutant General, Room 184, State House, Boston, Massachusetts, and obtains certification that he meets the necessary requirements and that his service is credited to Massachusetts.
2. At registration, the veteran obtains a letter stating that he is enrolled in the Program of Continuing Studies for a given number of semester hours.
3. This letter and the certificate from the State Adjutant General are submitted to the Massachusetts Department of Education (Miss Mary E. McKay, Department of Education, 182 Tremont St., Boston, Massachusetts).
4. The certificate of Exemption from Tuition which is issued by the Department of Education is then presented to the Program of Continuing Studies.

Any veterans of the military service who do not fit into the above categories will be considered non-veteran for registration purposes. However, it is possible that some veterans who are not eligible for the tuition exemption from the Commonwealth of Massachusetts may be entitled to reimbursement or subsistence from the Veteran's Administration.

All veterans, whether or not exempt from paying tuition, must pay all fees.

**Note:* If this is your first enrollment, you must contact your Veterans' Administration Office for information on reimbursement. If you have enrolled in courses at Worcester State College, you, upon completed registration here, will be enrolled by the Office of Continuing Studies for the veteran's reimbursement.

CREDIT

Regulations and requirements for degree study may be obtained at the Office of the Director of Continuing Studies, Worcester State College. It is urgently recommended that the guidance and advice of the Director and your faculty advisor in your Area of Concentration, wherein you must have five approved courses, be sought and faithfully followed in planning a program of study. For teachers in service, a maximum of six semester hours of credit per semester may be credited toward a degree.

The GRADUATE RECORD EXAMINATION, required of all graduate degree students, will be conducted at Worcester State College on January 16, February 27, April 24, and June 19, 1971. The bulletin of information and application blanks can be secured at the Director's Office, Room S-112, Science-Laboratory Building at Worcester State College. Registration through Educational Testing Service, Princeton, New Jersey should be completed three weeks prior to the test.

FOR DEGREE CANDIDATES, ONLY THE "APTITUDE" PART OF THIS TEST IS REQUIRED AND IT MUST BE TAKEN DURING THE FIRST YEAR OF GRADUATE STUDY.

The degree of Master of Education is awarded at the State Colleges at Boston, Bridgewater (including Hyannis Summer Session), Fitchburg, Framingham, North Adams, Salem, Westfield and Worcester. Graduate courses in partial fulfillment of the requirements for this degree may be offered from time to time in the other State Colleges and the Massachusetts College of Art, subject to advance approval by Worcester State College.

The GRADUATE COMPREHENSIVE EXAMINATION will be conducted on April 16, 1971 at 4:00 p.m.

All degree candidates must file the "Intention to Graduate form" with the Director in Room S-112, early in the final semester of graduate study.

POST Ed.M. STUDENTS MUST RECEIVE THE HONOR GRADES OF A OR B FOR CREDIT.

Assistance in selection and registering in all courses is available in Room S-112, Science-Laboratory Building, the Worcester State College Graduate Office, telephone: 799-2405 or 756-5121.

Students must park in the Student Parking Areas behind the Science-Laboratory Building or the side and rear of the Gymnasium-Library Building.

FACULTY

JOHN F. EAGER, B.S., Ed.M., Director of Continuing Studies
PAUL F. O'NEIL, B.S., Ed.M., Associate Director of Continuing Studies
JAMES W. AYER, A.B., M.A.
NORA M. BARRAFORD, A.B., M.A., M.F.A.
MARY G. BODANZA, B.A., M.Ed.
JOSEFINA S. BUNUAN, B.A., Ed.M., Ed.D.
RICHARD CALLAHAN, B.A., M.A.
VITO CAMPO, B.S., Ed.M., M.A.
HAROLD L. CHAPMAN, B.S., Ed.M., M.S.
JOSEPHINA CONCANNON, B.S., Ed.M., Ed.D.
JOHN D. COUGHLAN, A.B., Ed.M.
PAUL DAVIS, B.S., Ed.M.
ANTHONY M. DEVOE, A.B., A.M.
MARY T. DOLPHIN, A.B., Ed.M.
E. HOWARD DONAHUE, B.S., Ed.M., Ph.D.
JOHN DOWLING, B.S., Ed.M.
ALFRED F. EDDY, A.B., A.M.
PAUL J. EDMUNDS, A.B., A.M., Ph.D.
LEONARD F. FARREY, B.S., Ed.M.

ARTHUR FOGELBERG, B.S., A.M.
YVONNE L. GALLANT, A.B., M.A.
ROBERT W. GOSS, B.S., Ed.M., Ed.D.
RUTH GRIFFITHS, B.S., A.M., Ed.D.
ROSE D. GUERIN, B.S., A.M.
MARY T. HAYES, B.S., Ed.M., Ed.D.
DAVID W. HILTON, B.S., Ed.M., Ph.D.
RUTH M. JARVIS, B.S., Ed.M., Ed.D.
MARION J. JENNINGS, B.S., Ed.M., Ph.D.
GEORGE T. JOSEPH, B.S., Ed.M.
WILLIAM D. JOYCE, A.B., M.S.
ABRAM KAMINSKY, B.M.E., M.M.E.
GEORGE T. KELLEY, A.B., M.A.
MARGARET A. KITTREDGE, A.B., M.A.
MARSHALL J. KOTZEN, B.S., M.S.
RAYMOND LESLIE, B.S., Ed.M.
JOSEPH C. LONERGAN, B.S., Ed.M.
ELEANOR LOONEY, B.S., Ed.M.
FELIX MASTERSON, A.B., A.M.
WILLIAM K. MASTERSON, A.B., A.M., M.S.
PAUL J. McCARRON, B.S., Ed.M.
BERNARD L. McGOUGH, A.B., Ed.M., M.S.
ROBERT McGRAW, B.S., M.A.T.
MELVIN MERKEN, B.S., A.M., Ed.D.
JOHN P. MOCKLER, B.S., A.M.
RITA M. L. MORRIS, B.S., Ed.M., Ed.D.
MARGARET M. NUGENT, B.S., Ed.M.
J. FRANCIS O'MARA, A.B., Ed.M., Ph.D.
FRANK C. PIZZIFERRI, B.S., M.S.
CATHERINE I. QUINT, B.S., Ed.M., Ed.D.
DAVID QUIST, A.B., M.A.
JOSEPH W. RIORDAN, A.B., A.M., Ed.M., Ph.D.
THOMAS L. ROBERTS, A.B., M.S.
EUGENE M. SCANLON, A.B., Ed.M.
JOSEPH P. SCANNELL, B.S., Ed.M.
ROBERT M. SPECTOR, A.B., LL.B., A.M., Ph.D.
G. FLINT TAYLOR, A.B., Ed.M., Ph.D.
ANTHONY THURSTON, A.B., M.A.T.
SAMUEL VAN VALKENBURG, Ph.D.

COURSE DESCRIPTIONS

S9-69 Measurement of Intelligence (Binet)
This course will be concerned with a study of the origins and uses of intelligence tests. Specific emphasis will be given to the 1960 revision of the Stanford-Binet test. Attention will be centered on administering, scoring, and interpreting the Stanford-Binet test. This course may be used to meet the requirements for a Binet Certificate. Students must utilize the "Binet" kit.
Josefina Bunuan — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S8-519 Number Systems
The course begins with a discussion of the ingredients of an algebraic system; namely, elements, sets, mappings, operations, and relations. The course continues with the introduction of the postulational method of modern algebra with Peano's axioms for the natural number system from which the systems of integers, rational numbers and real numbers are evolved. Two algebraic systems are then introduced, the integral domain and field. The field of integers modulo a prime, polynomial domains, the complex number field, and much of the elementary theory of equations dealing with polynomials is included in discussing the integral domain and field.
Vito Campo — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S8-606 Advanced Conversational French
Facility and naturalness in speaking French is developed. Intensive practice in functional French speech patterns and idioms. Use of language laboratory required.
Yvonne L. Gallant — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S9-85 Supervision in Today's Schools
This course is designed as an introductory course in supervision for teachers, school administrators and supervisors at both the elementary and secondary school levels. Significant topics included in the course are: concepts of supervision; principles of supervision; organization for supervision; group process; techniques of supervision; and the evaluation and improvement of instruction, curriculum, and the supervisory program. Opportunity will be provided for concentrated study and application of the materials of the course to elementary, secondary, or special subject work. This course, or its equivalent is prerequisite for all advanced courses in supervision.
Ruth Griffiths — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S8-75 Administration of Instructional Media Center
Covers the theory and practice of administering a collection of print and non-print materials, and a program of service fundamental to the achievement of educational goals in elementary and secondary

schools. Those aspects of administration in which the librarian and school administrator are mostly directly concerned — physical plant, budget, public relations, staffing, scheduling and record keeping . . . are being stressed.

William D. Joyce — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S9-81 Creative Language Arts for Elementary Grades

Concentration will be upon those areas of the language program which call for a creative response from the pupils; namely, poetry, creative writing, reporting and vocabulary building. Other areas would be included as the need arises. Motivation and planning using music, marionettes and puppets, tapes and other innovative means will be demonstrated.

Ruth M. Jarvis — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S8-750 Introduction to Psychological Foundations of Education

This course covers the theoretical aspects of psychology for the classroom teacher. It includes a systematic analysis of the major schools of psychology and a study of the effects of heredity and environment. Reading in the following areas will be required: results of research on growth and development, theories of intelligence, concepts in measurement and evaluation, individual differences in capacity and achievement, and learning theory.

Joseph C. Lonergan — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S9-291 Teaching and Coaching Women's Sports

This course is designed for the teacher and/or coach in Volleyball, Softball and Tennis. Emphasis will be placed on the individual skills and techniques together with the strategy involved in the coaching of these sports.

Margaret M. Nugent — Monday 4:30–7:30 p.m.
3 Semester hours — Beginning February 8, 1971

S9-87 Fundamentals of School Administration

This course constitutes a basic introduction to the principles of school administration. Topics to be included are: school population and student personnel; the organization and substance of the educational program; personnel of the school system; the physical plant and its facilities; governmental structure for education and intergovernmental relations; internal school organization; financing of education; school business administration, and the administrative process.

J. Francis O'Mara — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S9-89 Education and Race Relations

This course is designed to provide a background of understanding of the role of the school in the development of interracial understanding;

it will include a study of: race, history of an idea in America, the Afro-American experience, contributions of the Negro to American culture, contemporary problems, responsibility of educators in a pluralistic society. Course requirements will be adapted to meet the needs and interests of members of the class.

Catherine Quint — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S9-777 Advance Philosophical Foundations of Education, Section A

This course makes application of the philosophical bases of education to recurrent and contemporary educational issues and problems. Each topic is studied from the viewpoint of each of the major philosophical systems and the related educational concepts in order to determine to what extent a synthesis of viewpoint may be achieved.

Joseph W. Riordan — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S8-494 United States History, 1913-1945

This course seeks to examine the domestic forces and events that led from Wilsonian Progressivism to Roosevelt's New Deal, and to try to determine how and why the United States turned from the isolationism that followed World War I to the interventionism of World War II.

Robert M. Spector — Monday 4:30–7:15 p.m.
3 Semester hours — Beginning February 8, 1971

S8-79 Adult Civic Education

This workshop in Adult Civic Education has five major purposes: (1) To analyze the entire program for Adult Civic Education in the Commonwealth of Massachusetts; (2) To review and examine the best teaching procedures and materials for obtaining the goals of adult civic education today; (3) To become fully acquainted with the fundamental requirements of the Naturalization and Immigration laws so as to better inform foreign born members of the community; (4) To work out the steps for the development of a comprehensive citizenship program involving full use of school and community resources and personnel; (5) To develop materials for use by teachers of adult civic education. This course is a prerequisite for certification by the Massachusetts Department of Education to teach classes in Adult Civic Education. The program is essentially designed for elementary and secondary school teachers who are certified to teach in Massachusetts.

Mary G. Bodanza — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S8-861 Elementary Space Science

This course will make a study of the physical sciences that make possible man's travel into space. It will consider relevant topics from astronomy, geology, physics, chemistry, and biology, such as the composition of the earth, the physical laws of space, rocket propul-

sion, space navigation, and human survival. Although this course is structured primarily for teachers in the elementary grades, registration is open to others with the consent of the instructor.

Harold Chapman — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S9-51 Research in Education, Section A

The course will stress the use of appropriate research methods in the selection and evaluation of data. It is designed to aid the graduate student in the preparation and understanding of research reports. Major areas of emphasis will include the nature of and criteria for evaluating research, library techniques and format of report, and necessary statistical concepts and methods of research. The student will be expected to demonstrate his knowledge of these in a term research study.

Prerequisite: A bachelor's degree from an accredited college.

Alfred F. Eddy — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S8-152 Children's Literature

This course is designed to broaden teachers' and school librarians acquaintance with literature suitable for elementary school children and to present effective procedures for fostering a love of good reading. Topics covered will include the classics, current fiction and non-fiction, the Newberry and Caldecott Awards, effective techniques of storytelling, interpretation of verse for children, illustrators of children's books, and sources of display materials.

Mary T. Hayes — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S9-86 The Community School

The course is intended to provide the body of information necessary to plan and implement the community school concept within its proper philosophical framework. The course will view the program from the point of view of administrator, teacher, parent or interested citizen.

Eleanor Looney — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S8-60 Principles and Practices in Guidance (A)

This is an introductory course designed to provide the student with an understanding of the need, meaning, and the scope of guidance services. The principles and practices involved in the following guidance areas will be considered: introduction and philosophy of guidance; understanding the individual and his needs; essential orientation activities for the student; collecting, recording and evaluating data; interviewing and counseling; guidance through group activities; placement and follow-up activities; organization and

evaluation of guidance. The emphasis of the course will be placed upon the role of the classroom teacher in the guidance program.

Note: This course or its equivalent is a prerequisite of advanced courses in guidance.

Paul J. McCarron — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S9-875 Introduction to Philosophical Foundations of Education, Section A

Students in this course will make an intensive examination and critical evaluation of the major philosophies in Western culture which have given direction and meaning to educational theory and practice in the historical periods, including the Modern Era, in which they exerted major influence. The source is the equivalency to undergraduate credits in both Philosophy and Philosophy of Education.

Felix Masterson — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S8-441 Europe and the Mediterranean

This course deals primarily with the geography of Europe and the countries of the Mediterranean Basin. It aims to present the physiography, the social and political conditions as they were and especially as they have changed since World War II. There will be some emphasis on the countries of Asia and Africa which border the Mediterranean as they contribute heavily to the geography of the area.

Rita M. L. Morris — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S8-64 Measurement and Evaluation

This course considers the nature of measurement, its purpose and value in the learning situation, and the types of measuring techniques to be employed. Attention is given to the development of certain statistical concepts, facility in the selection and use of measuring instruments, and in the interpretation of data secured.

David Quist — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S8-55 Reading in Secondary School

This course for secondary teachers is designed to develop an awareness of the important role the ability to read has on learning of content material and to provide an appreciation for individualizing reading within each class. Included will be an appraisal of current methods and aids for reading improvement in the content areas.

Eugene M. Scanlon — Tuesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 9, 1971

S9-71 Techniques and Production of Instructional Materials

This course is designed to enrich the teacher's classroom performance by developing techniques of visual presentation of subject materials. Pictorial presentations of instructional materials through non-artistic skills will be developed. The techniques apply at all levels of instruction, but the subject matter will be related to the specific

interest of each teacher. Students will be expected to provide some of the materials consumed in producing the instructional materials.
Paul Davis — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S9-181 Modern British and American Poetry
A study of the leading modern British poets from Gerard Manley Hopkins to Dylan Thomas, with special emphasis on Yeats. A study of the leading American poets from Emily Dickinson to Robert Lowell, with special emphasis on T. S. Eliot.
Paul J. Edmunds — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S9-58 Diagnosis and Correction of Reading Difficulties
Emphasis in this course will be given to specific techniques for identifying and correcting the problems of disabled readers in the regular classroom and in special reading programs. For a course requirement, students will actually analyze the needs of one retarded reader and prepare a diagnostic profile with a recommended program for remediation in a case study format. The selection, evaluation and adaptation of available published instructional materials, as well as mechanical equipment, will be considered in terms of their effectiveness in removing specific reading deficits. Causes and prevention of reading failure will also be included.
Marion J. Jennings — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S9-77 Curriculum Development in Modern Elementary School
The investigation of recent development in practices, materials of instruction and techniques, and unit and activity planning will be the general mood of this course. Emphasis will be placed on types of lessons, techniques of assignments and diagnostic procedures.
George T. Joseph — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S8-465 Principles and Problems in the American Economy
A survey of the basic operating principles and problems of the American economy of the 1970's and their adaptability to the public school social studies curriculum. Topics include national price and employment policies, market competition, and the current concerns of poverty and pollution in an affluent society.
George T. Kelley — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S9-868 Case Studies in the History of Science
This course will investigate the contributions which the history of science can make to the study of science. A variety of sources will be used including case histories, original scientific papers, and biographies of scientists. In some cases, laboratory experiments may be carried out. The potential of these sources for conveying a realistic understanding of science and scientists will be evaluated. The course

is intended for the non-scientist as well as those with a more specialized interest in the field, and no scientific prerequisites are assumed.
Melvin Merken — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S9-290 Organization and Administration of Athletics
Course content includes the recognition, discussion and systematic analysis of controversial issues and problems. Among topics to be studied are the optimum use of facilities, ethical practices, financing the program, relationships with non-school programs, interscholastic athletic competition below high school level, youth fitness, crowd control, injury prevention, program evaluation, and community organization for health, physical education, and recreation. Particular attention is given to problems suggested by class members.
John P. Mockler — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S8-958 Mycology
This course will consider the mycological (fungal) world from morphological, cytological, physiological, and evolutionary viewpoints. Lecture and laboratory sessions will be directed towards the needs and interests of the educator, as well as those in allied fields, who wish to acquaint themselves with the several fungal genera and/or species of economic importance to man as well as those having significant life cycles. Standard experiments in mycology will be conducted — including techniques of pure culture.
Anthony Thurston — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S9-752 Advance Psychological Foundations of Education, Section A
In this course, class-members will study and evaluate the role of those environmental, mental and extra-mental forces which motivate all learners to utilize fully and effectively their capacities, aptitudes and attitudes. It includes a systematic analysis of the major schools of psychology with special attention focussed on the contemporary schools. Attention is given to the teachers' role in the learning process and special emphasis will be centered on the application of these principles to specific classroom situations.
Prerequisite: 9 semester hours undergraduate credit in General Psychology and Educational Psychology or their equivalency.
Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S8-445 Political Geography II
Political geography is constantly changing and trying to draw on the lessons of the past vis-a-vis the present world scene. Although this course is a continuation of Political Geography I, the first semester is *not* a prerequisite. Some background in geography would, however, be helpful.
Samuel Van Valkenburg — Wednesday 4:30–7:15 p.m.
3 Semester hours — Beginning February 10, 1971

S9-75 Montessori Education in Today's School

The course involves an intensive study of the methodology presented by Dr. Maria Montessori by an in-depth evaluation of her writings. The rationale and basic principles of Montessori Methodology will be analyzed along with the designed materials used in the teaching situation. An assessment of the methodology will be made in the light of present-day psychological data related to Early Childhood Education.

Prerequisites: Major in Early Childhood Education

Courses: Growth and Development or Child Psychology Curriculum in Early Childhood Education Teaching Experience

S. Josephina Concannon — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

S8-520 Probability and Statistics

Involves the study of models in probability, which investigates the two cases for math expectation: (1) discrete case and (2) the continuous case. The above cases are considered through special probability distribution functions and their related moments. (The moment concept is borrowed from physics.) With these distribution functions it is possible to create specific models to solve problems of decision making, genetics, etc.

Anthony M. Devoe — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

S8-261 Art for the Classroom Teacher

In this studio workshop students will enrich their experiences in dealing with the art materials, skills, and techniques valuable to the classroom teacher. A combination lecture, informal discussion, and activity course will provide individual and group work in such areas as basic drawing, painting, lettering, and modeling. Exhibits, reproductions and slides will be used as enrichment material.

Mary T. Dolphin — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

S9-97 School Finance I

This course concerns itself with the financial support and the allocation of resources in public education. Topics: Personnel salaries, capital outlay, developmental expenditures, and the budgetary process. Topics to be considered are supply and demand in educational services and educational expenditures as a part of national, state and local income.

Robert W. Goss — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

S8-42 Speech Pathology I

Introduction to the functional and organic problems of speech. It gives the student an introduction to the cause and correction of speech defects.

Rose Guerin — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

S8-74 Industrial Arts for Elementary and Special Class Teachers
This course offers the special class teacher an opportunity to experiment with the various materials necessary for an adequate industrial arts program. The course also offers the elementary school teacher of the regular classroom opportunity to learn new materials and projects for use in unit work and the activity program. A study will be made of planning, equipping, and operating such a program on a limited school budget.
Raymond Leslie — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

S9-657 Civil War and Reconstruction
A thorough examination of the whole Civil War era, this course will cover the period from the Compromise of 1850 to the disputed election of 1876, paying particular attention to slavery, sectionalism, Lincoln's rise to power, the war itself, and Reconstruction. Special reference will be made to the vast literature of this era.
Robert F. McGraw — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

S8-776 Introduction to Philosophical Foundations of Education, Section B
This course is an historical approach to the study of educational thought and includes an examination of primary educational concepts which have evolved through western thought to the present day. Selections from the great documents in educational thought are studied in relation to the historical period in which they were produced. The student is expected to read and analyze the original contributions of the major educational philosophers.
William K. Masterson — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

S8-959 Genetic Abnormalities
This course will consider basic information in genetics and concentrate on important and most frequent genetic abnormalities. An awareness and understanding of the nature of "genetic diseases" is stressed, and their manifestations are made patent — especially as they affect the concerns and responsibilities of the educator. Selected and appropriate laboratory exercises and demonstrations will be incorporated into the lecture-discussion sessions.
Thomas L. Roberts — Thursday 4:30–7:15 p.m.
3 Semester hours — Beginning February 11, 1971

EVENING CLASSES

S8-195 Techniques of Journalism
A course dealing with the techniques of journalism, journalistic style, and editorial practices; practice in writing and editing; field trips to local newspaper plants; possible "interning" on local papers as cub reporters, editors, typesetter, etc.
Nora Barraford — Tuesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 9, 1971

S8-49 Language Disorders in Children

Normal speech and language development from infancy through adolescence will be used as a base of reference. The processes interfering with this behavior will constitute the area of concentration for this course.

Richard Callahan — Tuesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 9, 1971

S8-482 Case Studies in School Adjustment Counseling

The purpose of this course is to provide the basic understandings and principles used in modern School Adjustment programs in completing case studies for study of so-called problem children. Students will secure first-hand experience in methods of analysis. Several field trips will be made during the semester.

John D. Coughlan — Tuesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 9, 1971

S9-96 Educational Data Processing

The course is designed to offer practical assistance to representatives of a school district which might contemplate the introduction of data processing into its educational system. Workshop discussions will concentrate on the details of machine operation card and form design, flowcharts, wiring diagrams and panel writing for specific educational applications. The data processing equipment at W.S.C. will serve as a laboratory. Enrollment will be limited.

John R. Dowling — Tuesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 9, 1971

S8-253 Opera: Its Origin and Development

The development of opera from its beginning in 1600 to the present time with emphasis on the masterworks of Italian, French and German composers. Included will be famous operas of Mozart, Verdi, Wagner, Puccini, Bizet, and others. Listening to recordings and tapes will add to understanding and enjoyment. No previous musical background required.

Abram Kaminsky — Tuesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 9, 1971

S8-602 Advanced Spanish Conversation

Fluency in speaking Spanish is developed through more advanced oral drill and functional exercises. A greater degree of speed and naturalness of more complex speech patterns is the aim in this course. Language laboratory work will be included.

Margaret Kittredge — Tuesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 9, 1971

S9-68 Measurement of Intelligence (WAIS-WISC)

Study will be made of two major Wechsler tests, namely Wechsler Adult Intelligence Scale (WAIS) and the Wechsler Intelligence Scale for Children (WISC). Students will have opportunity for practical work in administration and interpretation of both these scales. The course is designed for classroom teachers, special educa-

tion teachers, school psychologists, and guidance personnel. A certificate will be issued to those who complete the testing requirements under supervision.

G. Flint Taylor — Tuesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 9, 1971

S9-753 Advanced Educational Psychology, Section B

In this course class-members will study and evaluate the role of those environmental, mental and extra-mental forces which motivate all learners to utilize fully and effectively their capacities, aptitudes and attitudes. It includes a systematic analysis of the major schools of psychology with special attention focussed on the contemporary schools. Attention is given to the teachers' role in the learning process and special emphasis will be centered on the application of these principles to specific classroom situations.

Prerequisite: Nine semester hours undergraduate credit in General Psychology and Educational Psychology or their equivalency.

To be announced — Tuesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 9, 1971

S8-192 The Fiction of Europe

The course entails analysis of the work of various important writers of the last two centuries, especially those of Russia, Germany and France.

Mid-term and final examinations. Paper required.

James W. Ayer — Wednesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 10, 1971

S9-777 Advanced Philosophy of Education, Section B

This course has the two-fold purpose of (1) studying and evaluating the contributions made by outstanding philosopher-educators both of the modern eras, and (2) analyzing the basic philosophical issues and problems in education and society and the alternatives posed by the different philosophical systems and assumptions. The student is expected to read and analyze the original contributions of the major educational philosophers in order to determine to what extent a synthesis of viewpoint may be achieved.

E. Howard Donahue — Wednesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 10, 1971

S8-550 Modern Approach to Elementary Math

This course will develop a working knowledge of the mathematical concepts basic to programs for elementary schools. Selected topics common to the various programs in modern mathematics will be treated in considerable detail to develop the background materials essential for successful teaching. Some of the topics to be covered are: basic concepts of sets, venn diagrams, arithmetic in bases other than ten, intuitive geometry, enequalities, natural numbers, integers rational numbers, real numbers, etc.

Arthur Fogelberg — Wednesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 10, 1971

S8-580 Modern Abstract Algebra II

A continuation of Abstract Algebra I, this course will develop group theory, ring theory, and field theory in more detail. Topics to be discussed include: quotient groups, the Jordan-Holder Theorem, the theory of ideals, quotient rings, and field extensions. Concrete examples will also be given. The course will be self-contained and geared to the backgrounds of the students involved.

Marshall J. Kotzen — Wednesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 10, 1971

S8-61 Principles and Practices in Guidance, Section B

This is an introductory course designed to provide the student with an understanding of the need, meaning, and scope of guidance services. The principles and practices involved in the following guidance areas will be considered: introduction and philosophy of guidance; understanding the individual and his needs; essential orientation activities for the student; collecting; recording, and evaluating data; interviewing and counseling; guidance through group activities; placement and follow-up activities; organization and evaluation of guidance. The emphasis of the course will be placed upon the role of the classroom teacher in the guidance program. This course or its equivalent is a prerequisite for all advanced courses in guidance.

Joseph P. Scannell — Wednesday 7:00–9:45 p.m.
3 Semester hours — Beginning February 10, 1971

S9-66 Personnel and Placement Services

This is a required course for personnel workers in the public schools. This course will introduce occupational, educational, and personnel career studies for appraisal and evaluation; statistical analysis of job needs and opportunities; use and function of school and out-of-school agencies, including group and individual interviewing techniques; local, state and federal job studies and opportunities; clinical procedures; a full review of the most important aspects of personnel work on the elementary, secondary, and college levels. Setting up and appraising personnel programs on all levels will be stressed and studied.

Leonard Farrey — Thursday 7:00–9:45 p.m.
3 Semester hours — Beginning February 11, 1971

S9-52 Research in Education, Section B

This course will stress the use of appropriate research methods in the selection and evaluation of data. It is designed to aid the graduate student in the preparation and understanding of research reports. Major areas of emphasis will include the nature of and criteria for evaluating research, library techniques and resources, selection and documentation, organization and format of report, and necessary statistical concepts and methods of research. The student will be expected to demonstrate his knowledge of these in a term research study.

David W. Hilton — Thursday 7:00–9:45 p.m.
3 Semester hours — Beginning February 11, 1971

S8-270 Reference Sources and Methods, Part I

This library science is designed to acquaint the student with the philosophy and techniques of reference service. The content and use of the basic reference tools will be covered. Students will use the college library reference problems.

Bernard L. McGough — Thursday 7:00–9:45 p.m.
3 Semester hours — Beginning February 11, 1971

S8-470 Sociology of Education

A course designed to study education as a social process as well as an institutional structure. The social roles of teachers, administrators, pupils. The group basis of education and community.

Frank C. Pizziferri — Thursday 7:00–9:45 p.m.
3 Semester hours — Beginning February 11, 1971

FOR FURTHER INFORMATION CONCERNING YOUR PROGRAM OF STUDY, CONTACT:

MR. JOHN F. EAGER, Director

OR

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